



MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES FOR GRADES 3 - 8

MARCH 2008 ADMINISTRATION

This document is intended for use in conjunction with “2007-08 Policies and Procedures for Accommodations and Alternate Assessment to the MEA,” and both the “MEA Principal/Test Coordinator’s Manual” and the “MEA Test Administrator’s Manual.” These documents will be available prior to testing on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/mea/admininfo.htm>.

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1. ENROLLMENT ISSUES

All 100% publicly funded students enrolled in Maine schools are required to participate in the MEA. MEA reports are based on student enrollments in MEDMS. Schools are responsible for regularly updating individual student enrollment information in the Maine Educational Data Management System (MEDMS) to ensure that MEA and Adequate Yearly Progress (AYP) reports reflect accurate information. Schools should verify their list of enrolled students and subgroup designations (e.g., ELL, SPED, etc.) in MEDMS prior to the MEA testing window. To verify enrollment data, schools should select “Download Data” from the MEDMS application menu and “Student Enrollments” from the action menu. MEDMS information as of March 21, 2008 will be the data of record for all 2008 MEA assessment reports and AYP accountability determinations.

Students who move during the MEA testing window must be exited from the enrollment of the former school on the last date of attendance and enrolled in MEDMS by the new attending school immediately. It is recommended that each school maintains either an optional Enrollment Update Report provided with the MEA Test Coordinator Manual or other documentation on students who move in or out of the school during testing for their own records.

1.1 Public Schools

Each student attending a school in Maine who is 100% publicly funded must be enrolled in MEDMS under the “Main Enrollment” category.

- **Students who move** must be exited from the enrollment of the former school on the last date of attendance and enrolled in MEDMS by the new attending school immediately.
- **Expelled students** are no longer considered to be part of a school’s official enrollment. These students must be exited from MEDMS, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in MEDMS as home schooled students receiving special education services only.
- **Suspended students** are considered to be part of a school’s official enrollment.
- **Habitually Truant students** are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or are at least 7 years of age and have not completed grade 6 and have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. These students remain enrolled at their school and must also be entered into the MEDMS Habitual Truant module while the school follows the protocol for habitual truants.
- **Students** who have been adjudicated and are **committed to a Youth Development Center** are enrolled in the educational program provided at that site. These students must be exited from the enrollment of the former school and enrolled in MEDMS by the new school immediately.
- **Students detained by law enforcement** during the MEA testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (Refer to section 2.18 below).

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1.2 In-State Private Special Purpose Programs (approved by MDOE)

Each student enrolled in a public school who is tuitioned by a School Administrative Unit (SAU) to an MDOE-approved in-state private special purpose school will have a main enrollment with the resident SAU in MEDMS and must have a concurrent MEDMS enrollment in the private special purpose school.

1.3 In-State Private Non-Special Education Schools (approved by MDOE)

Each student who is publicly tuitioned to a private non-special education school is enrolled in the private school in MEDMS.

1.4 In-State Public Programs (NOTE: This is a change from previous years.)

Students who are publicly tuitioned to an in-state public program (e.g., regional special education, alternative education, etc.) are enrolled in a school in their resident school administrative unit. If there is no resident school, the attending SAU is responsible for assigning the student to a public school in the SAU where the program is located. The assigned school is responsible for enrolling the student in MEDMS.

1.5 Out-of-State Schools/Programs

Students who were enrolled in a Maine public school, but are receiving their educational program outside the state of Maine during the MEA testing window, should be exited from the Maine school and enrolled in "Non-Maine SAU" by the resident school unit for the period they are gone. They should be reenrolled in the Maine school when they return.

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2.0 MEA PARTICIPATION ISSUES

All 100% publicly funded students enrolled in Maine schools shall participate in the MEA in grades 3, 4, 5, 6, 7, and 8, except for those who meet the criteria for Special Considerations (see 2.18 below). This includes students designated as state wards, state agency clients, or homeless. Participation can be through standard administration of the MEA, through administration with accommodations, or through alternate assessment (PAAP). Schools should ensure that all MEDMS enrollment information is accurate for all students. They may want to maintain a separate list of students enrolled and their subgroup designations (e.g., ELL, SPED, etc.) during the MEA administration for their files.

2.1 Students Attending Public Schools

Each student enrolled in a Maine public school shall participate in the MEA, except for those who meet the criteria for Special Considerations (see 2.18 below).

AYP Implications: A student continuously enrolled in a Maine public school from 10/1 through the testing window of the school year in which testing occurs is considered to be enrolled for a full academic year. The test data for this student is counted for **participation** and for **performance** for AYP purposes.

A student not enrolled continuously from 10/1 through the testing window of the school year in which testing occurs does not meet the Full Academic Year (FAY) definition. The test data for this student is counted for **participation**, but not for **performance**.

2.2 Students Attending In-State Private Special Purpose Programs (approved by MDOE)

These students will participate in the MEA through the appropriate avenue in the program they are attending. The student's results on the MEA or PAAP will be included with the results for the resident School Administrative Unit (SAU).

AYP Implications: The student's scores are counted as part of the resident SAU AYP **participation** rate. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident SAU.

2.3 Students Attending In-State Private Non-Special Education Schools (approved by MDOE)

Each student who is publicly tuitioned to private non-special education schools is required to participate in the MEA. There is no statute that applies to privately funded students; therefore there is no basis to require or allow them to take the MEA.

AYP Implications: The student's scores are counted as part of the sending SAU AYP **participation** rate. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the sending SAU.

2.4 Students Attending In-State Public Programs (NOTE: This is a change from previous years.)

Students who are publicly tuitioned to an in-state program (e.g., regional special education, alternative education, etc.) are enrolled in a school in their resident school administrative unit. If there is no resident school, the SAU where the program is located (attending SAU) is responsible

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for assigning the student to a public school in the SAU where the program is located. The assigned school is responsible for enrolling the student in MEDMS.

AYP Implications: If there is a resident school, students' scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident school and SAU.

AYP Implications: If there is **no** resident school, the students' scores are counted as part of the AYP data for the assigned public school and "attending SAU" for **participation** rates. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the assigned public school and the "attending SAU".

2.5 Students Attending Out-of-State Schools/Programs

Students receiving their educational program outside the state of Maine during the testing window will not participate in the assessment. These students should also be documented on the optional Enrollment Update Report provided with the MEA Test Coordinator Manual or in some other format.

AYP Implications: These students will not be counted as part of AYP data.

2.6 Students who Reside Out-of-State and are enrolled in Maine Public Schools

Out-of-state residents who are tuitioned to a Maine public school **may** participate in the MEA at no cost. Their scores will appear in school and SAU assessment reports.

AYP Implications: The students will not be counted as part of AYP data.

2.7 Students who have been Retained (NOTE: This is a change of policy from previous years.)

A student who has been retained at a grade level **will** participate again at that grade level.

AYP Implications: The retained student will be counted for **participation and performance** in the current year.

2.8 Students Who Move During the Three-Week MEA Testing Window (Non-PAAP Participants)

It is the school's responsibility to immediately update MEDMS when a student moves. It is recommended that the school maintain either an optional Enrollment Update Report provided with the MEA Test Coordinator Manual or other documentation on students who move in or out of the school during testing for their own records. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during a content area test. Should this occur, it will be necessary for the school to appeal the participation and/or performance finding during the data review phase of the AYP process. Scores will be reported to the school where the student is enrolled as of March 21, 2008.

2.8.1 From an In-State Public School

A student who moves from one Maine public school to another during the testing window must take any content area tests of the MEA administered in the new attending school on and after the date of enrollment.

AYP Implications for an out-of-SAU move: The student's scores will count for **participation only** at the new attending school and SAU levels since full academic year requirements were not met.

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AYP Implications for an in-SAU move: The student's scores will count for **participation only** at the school level since full academic year requirements were not met. Student scores will count for both **participation** and **performance** at the SAU level.

2.8.2 From an Out-of-State or Private School

A student who enrolls in a public school in Maine during the testing window from an out-of-state or private school must take any content area tests of the MEA administered in the new attending school on and after the date of enrollment.

AYP implications: The student's scores will count for **participation**, but not for **performance** at the new attending school since Full Academic Year requirements were not met.

2.9 Students Who Move (PAAP Participants)

Maine's alternate assessment is the Personalized Alternate Assessment Portfolio (PAAP), in which students may participate if specified in their IEP. While it serves as the avenue of participation in the MEA for some students, the formats of the two assessments differ significantly. Because the PAAP is a portfolio compiled over the course of a school year, the operational procedures for the MEA and the PAAP must also differ.

2.9.1 From an In-State Public School (PAAP) on or Prior to February 1st

When a student who is participating in alternate assessment through the PAAP moves from one Maine public school to another **on or prior to** February 1, 2008, the PAAP work completed to date should be sent to the receiving school for final completion.

AYP Implications: The student's scores will count at the new attending school for **participation** only unless the schools are in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level.

2.9.2 From an In-state Public School (PAAP) after February 1st

When a student who is participating in alternate assessment through the PAAP moves from one Maine public school to another **after** February 1, 2008, the PAAP work completed before the moving date shall be submitted on March 28, 2008 by the original school for scoring.

AYP Implications: The student's scores will count at the original school for **participation** only, unless the schools are both in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level. There is no impact for the new attending school.

2.9.3 From an Out-of-State School (PAAP) after February 1st

A student needing a PAAP who moves into a Maine public school **after** February 1, 2008 from an out-of-state school will not be required to participate in the PAAP.

AYP Implications: No impact

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2.10 Recently Arrived English Language Learners (ELL)

A recently arrived ELL is an ELL who has attended schools in the United States for 12 months or less. The date used to make this determination is school attendance on or after February 1, 2007.

2.10.1 English Language Proficiency Testing

All K-12 ELLs in Maine, including recently arrived ELLs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs® during the testing window of December 3, 2007 to February 1, 2008. Those students who arrive after the testing window has closed must be assessed with another English language proficiency assessment in order to count as participating in reading.

AYP Implications: Participation in WIDA ACCESS for ELLs® counts as **participation** in reading.

2.10.2 Required MEA Testing - Mathematics and Science

All English language learners (ELLs), including ELLs who have been enrolled for the first time in a US school during the past 12 months, are required to participate in the mathematics and science and technology content area tests of the MEA through standard administration or through administration with accommodations.

AYP Implications: Student scores in the mathematics content area tests will count for **participation**, not performance. Student scores in science will not be part of AYP determinations.

2.10.3 Optional MEA Testing

During the first 12 months in a United States' school, students who have had their English language proficiency assessed and have been designated as ELLs, may, but are not required to, participate in the writing or reading content area tests.

AYP Implications: If the MEA reading content area test is taken voluntarily, student scores in reading will not count for AYP performance. Only ACCESS for ELLs® participation will count for participation in reading for AYP purposes.

2.10.4 English Language Learners – Not Newly Arrived

English Language Learners who have been enrolled in a U.S. school longer than 12 months are required to take part in all content area tests of the MEA. Refer to “Policies and Procedures for Accommodations and Alternate Assessment to the MEA” for allowable accommodations.

AYP Implications: Students' scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

2.11 Students Not Present During Testing

All students enrolled in grades 3-8 in a Maine public school must take part in the MEA. Students not present for testing will be considered to be non-participants, except for those students described in sections 1.1 (habitually truant, detained by law enforcement), 1.5 (students enrolled in an out of state school/program) and 2.18 (students with special considerations approved by MDOE).

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AYP Implications: Students not present during any content area test count as **non-participants** (DNP-Did Not Participate) for AYP, except for students described above.

2.12 Suspended Students

Suspended students are expected to participate in the MEA through a combination of regularly scheduled administration and makeup sessions.

AYP Implications: Students' scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

2.13 Students who are Habitually Truant

Habitually truant students should be entered into the MEDMS Habitual Truant module. These students will not participate in the MEA if they are not present during the testing window.

AYP Implications: No impact. Data regarding students entered into the Habitual Truant module will be removed from enrollment data for purposes of MEA and AYP reporting.

2.14 Students Detained by Law Enforcement

Students detained by law enforcement during the MEA testing window will be considered for Special Considerations (Refer to section 2.18 below).

AYP Implications: No impact

2.15 Students Committed to the Youth Development Centers

Students who have been adjudicated and are committed to a Youth Development Center take part in the MEA through the educational program provided at that site.

AYP Implications: Students are not included in AYP data.

2.16 Students Detained at the Youth Development Centers

Students detained by law enforcement during the MEA testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (Refer to section 2.18 below).

AYP Implications: No impact if Special Considerations are granted.

2.17 Students Requiring Special Considerations (Refer to Section 2.18)

Students approved for special considerations by MDOE are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

NOTE: It is the school's responsibility to keep documentation on these students.

AYP Implications: No impact. Students approved by MDOE for special consideration are not included in AYP data.

2.18 Student Conditions Requiring Special Considerations:

A special consideration may be available when a student's long-term or emergency condition, physical or mental, prevents the student's participation in the MEA even with accommodations or through PAAP. *(Notes: (1.) Special consideration based on a student's physical or mental condition may be available for students suffering from terminal illnesses or injuries or receiving extraordinary medical treatment for either a physical or psychiatric condition. (2.) Emergencies are unforeseen events or situations which may include, but are not limited to, death in a*

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student's immediate family, childbirth, accidents, injuries, detention by law enforcement, and hospitalizations.) The Maine Department of Education should be contacted for instructions regarding procedures for application, required documentation, and MDOE approval. All applications must be received prior to March 26, 2008. See the cover page for contact information.

AYP Implications: No impact. Data regarding students approved by MDOE for special considerations will be removed from enrollment data for purposes of MEA and AYP reporting.

2.19 Students in Ungraded, Multi-age Programs

Students in ungraded, multi-age programs will participate at the MEDMS grade levels assigned to the students by the school.

AYP Implications: Students' scores count for AYP **participation** and **performance** in the year they are tested for that grade level provided the student met Full Academic Year requirements for performance.

2.20 Parent/Student Refusals

Federal and Maine laws require that all students will be tested.

AYP Implications: If a student does not take the MEA, the student will be counted as **not participating**. It is the school's responsibility to document efforts to inform parents in these cases.

2.21 Home-Schooled Students

Home-schooled students, including those enrolled in MEDMS and taking some coursework in the public school, may take the test on an optional basis at the local school, if the local school agrees. These students are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress. Parent letters containing scores of home-schooled students are returned to the local school for distribution but are not included in the scores for the school.

AYP Implications: No impact. Home schooled student scores are not included in AYP data.

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3.0 ADMINISTRATION ISSUES

The MEA must be administered in accordance with the rules contained in the 2008 MEA Principal/Test Coordinator and Test Administrator Manuals.

3.1 Students with Behavioral Issues

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions. See the cover page for contact information.

AYP Implications: Students are counted for **participation** and **performance**.

Performance scores will be based on the work completed or allowed.

3.2 Students Requiring Emergency Special Considerations

Please refer to section 2.18 if a student experiences an emergency situation that prevents participation in the MEA.

AYP Implications: Students approved for Special Considerations are not counted for **participation** or **performance** on the content areas not completed on the test.

3.3 Blank/Non-Scorable Student Responses

If there is a blank student response booklet or there are no scorable items (e.g., contains expletives, unrelated drawings, but not answers), the student will not receive a score.

AYP Implications: The student is counted as a **non-participant** (DNP-Did Not Participate).

3.4 Incomplete Student Responses

If testing is incomplete, the student gets a score based on the items he or she has answered/submitted.

AYP Implications: The student's score is counted for both **participation** and **performance**.

3.5 Out-of-Level Assessments

Students at one grade level may not be assessed with material developed for a different grade level. The grade level of record is the grade level coded in MEDMS. If a student takes the MEA at another grade level, that student will be considered a non-participant.

AYP Implications: The student is counted as a **non-participant** (DNP-Did Not Participate)

3.6 Extensions to MEA Testing Window

Requests for an extension to the MEA testing window due to unforeseen circumstances will be resolved on an individual basis by the Maine Department of Education. See the cover page for contact information.

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GLOSSARY

Adequate Yearly Progress (AYP) - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s), and meet attendance goals (K-8) .

Attending School – The school which a students attends daily.

Full Academic Year (FAY) - A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine a full academic year is defined as being continuously enrolled in a school from a date on or before October 1 in the academic year of testing through the date of testing.

Individual Educational Program – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and supportive services, including the student’s avenue of participation in the MEA. (Chapter 101, sec. VI)

English Language Learner (ELL) – This designation refers to a subset of students whose English proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an “English Language Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

Participation (for AYP purposes) - A student is determined to have participated in a content area test of the MEA if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. To make AYP at least 95% of students in each reportable group must participate.

Performance (for AYP purposes) - The student’s score is determined by that student’s performance on the MEA. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the “meets” or “exceeds” range on the MEA). The number of proficient students compared to the number of students participating is used to compute the percentage proficient. The percentage proficient is compared to the established target to determine if a group has made AYP for performance.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and State laws require that all students be included in the Maine Educational Assessment. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, or Alternate Assessment). Maine’s Alternate Assessment is the PAAP. The PAAP is designed for students needing a modified measure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations. The administration window for the PAAP is from the beginning of school through March 28, 2008.

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GLOSSARY (Cont'd.)

Recently Arrived ELL Student - A recently arrived ELL is an ELL who has attended schools in the United States for 12 months or less. The date used to make this determination is school attendance on or after February 1, 2007.

Resident School or Resident SAU: The school or school administrative unit where the student's parent resides.

SAU (for AYP purposes) – A school administrative unit “SAU” may be a school administrative district, municipal district, or community school district for the purposes of this document. Unions are not considered to be districts.

Sending SAU – For the purposes of this document, a sending SAU is one that has fiscal responsibility and pays tuition for students to attend schools in another SAU.

Testing Windows –

MEA – The testing window for the administration of the MEA, which should include all make-up testing, begins on the first day of testing March 3, 2008 and ends on March 21, 2008.

PAAP - The administration window for the PAAP is from the beginning of school through March 28, 2008.

WIDA ACCESS for ELLs® - The testing window for the WIDA ACCESS for ELLs® is December 3, 2007 to February 1, 2008.